

Student Students' Academic Progress and Parental Involvement at Elementary Level: A Case Study of Grade 8 (Girls) of Frontier Science Academy (FSA)

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ABSTRACT

Parents who spend time with their children at home and assist them in study bring positive results in their kid's academic performance. Therefore, for effective learning there is a need of active contact between the school instructional practices and leaners families. This study hypothesize that there is a positive correlation between active participation of parents and children educational achievement. In the study Parental Involvement has been chosen as an independent variable and Academic Performance as the dependent variable. Indicators of Parental Involvement are, assistance to student, discussion, support in homework and contact with instructor. Academic Performance represented in higher grades, test scores, and better school attendance

Methodology employed is qualitative, data collection mainly draw from parents of the 137 students (girls) through personal interview and questionnaire, registered at school, the Frontier Science Academy Hayatabad, Peshawar, of Khyber Pukhtunkhwa. Data was analyzed through SPSS percentage frequency distribution and produced findings and conclusions. Grade 8 female students were taken as respondents.

Keywords: grade 8, elementary school, parental involvement, academic achievements

Introduction

The initial educational setting of a youngster is the mother's lap. For biological growth of youngster they spend most of their early lives with their parents, hence, acquire certain habits from parents and formal learning in educational activities in schools. (Adelman, 1992). Researcher Joyce Epstein and her associates in National Middle School Association, represent parent's cooperation into six categories: initiatives for parenting, communication, volunteering, learning at home, decision-making, and community involvement. This way, schools can improve parent's involvement and subsequent student academic accomplishment. In addition to it the three sections, schools, parents, and communities, all, can benefit from cooperation this way. (Nanci, 2010).

Parents' involvement is conceptualized in terms of how much interested they take, how much knowledgeable they are and level of their active engagement in their child's life. Parents' participation entails committing resources to children, such as, parent's availability to the child, have knowledge about lives of their kids, and have much consciously concerned regarding their children. (U.S. Census Bureau, 2011). Parent expectations about a child's academic performance is the most reliable indicator of academic achievement among youngsters (Henderson & Berla, 2004). Children whose parents actively participate in their schooling are more successful and self-assured of their capacity to attain goals (Hayes, 2012). Parents can support their children in their academic endeavors in various ways. Helping with co-curricular activities can only be possible with parents' involvement and assistance (Becher, 2014). The child places a higher value on class time and attention and children are strengthened if all their wants and goals are met by parents. (Mncube, 2009). This study evaluates particular facets of parental participation to determine which ones affected student achievement (Yan & Lin, 2015). The study revealed two patterns, parents' involvement in their children's education, more strongly influenced by its time-intensive components, such as reading to them and communicating with them, and by its subtler elements, such as parenting style and expectations, than by enforcing rules in the home and parent-led activities (Botha, 2013).

One recent Southwest Educational Development Laboratory study analyzed several existing research studies on parent involvement in education. Results of the study, released in a report titled "A New Wave of Evidence," reveals that students whose parents are actively involved in their education are more likely to attend school regularly, adapt well to school, take advanced classes and excel academically. These students also tend to have better social skills and are more likely to graduate from high school and attend post-secondary school. Besides, students of all races and ethnic groups are benefited, perform excellent, when their parents are involved in their education. (Bauch, 2001). Olsen argues that if parents are involved in education, both students and the school are get benefited from it, (Olsen, 2010). The learner does better on standardized tests, in the classroom, exhibit improved behaviour and a more positive attitude toward learning. Research findings reflects that regular communication between parents and teachers is one of the finest methods for parents to get involved in their children's education. (Biddulph, 2003)

Research Questions

1. What academic achievement and advancement do the students exhibit in light of their parent's involvement?
2. Is there a connection between parents' participation and learner's academic success?

Objectives of the Study

1. To investigate the parents' involvement in their kids' academics.

2. To investigate how parents' educational backgrounds relate to their kids' academic success.

Hypotheses

Children's academic success is significantly influenced by parental involvement in their education.

Research Methodology

The study employed a descriptive research design for its analysis. Quantitative descriptive research involves gathering data that is based on respondents' information. Descriptive research aims to comprehensively, accurately, and factually describe the facts and traits of a specific population or area of interest. (Isaac and Michael 1995). Therefore, this study used the Parental Involvement as an independent variable and Academic Performance/ achievement as the dependent variable. The respondents of the study included all parents of class 8 girls' students of Frontier Science Academy (FSA), Hayatabad, Peshawar (Khyber Pakhtunkhwa, Pakistan). The sample population is the parents of all 137 students enrolled in FSA at elementary level Grade 8. The student population is 137 students registered in FSA and data from their parents was collected through the questionnaire. Following data collection, tables were created using the data received from the parents. It was later quantified, interpreted and studied, edited, and tabulated, applying the percentage frequency distribution technique; the responses were revised, tallied, handled using the percentile technique, and analyzed. Findings and recommendations came from the data analyzed.

Responses from Parents & Discussion

Table 1: Indicates the time given by parents to their children's study

Nature of Responses	Number of Responses
Less than 01 hour	04
01 hour	93
02 hour	28
More than 02 hours	12

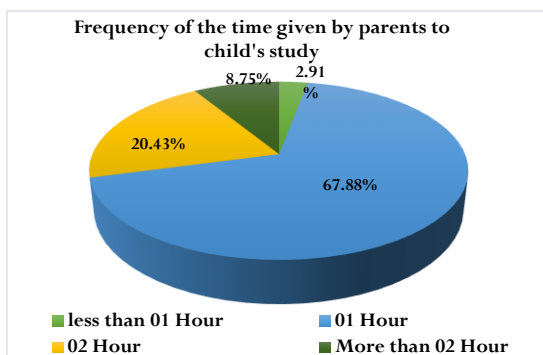
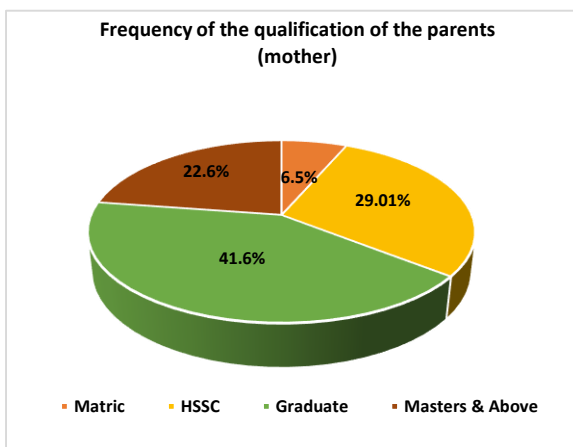


Table 1 illustrates the distribution of the time parents devote to their children's studies. According to the data, a small percentage of 2.91% of respondents reported spending less than an hour assisting their children with their studies. A majority of

67.88% of respondents reported that they spend only one hour on their children's studies. A significant percentage of 20.43% of respondents reported spending two hours on their children's studies, while 8.75% reported spending more than two hours on their children's studies. The table shows that most parents spend one hour or less on their children's studies, while a small percentage spend more than two hours on their children's studies.

Table 2: Indicates qualification of the parents (mother)

Nature of Responses	Number of Responses
Under Matric	00
SSC	09
HSSC	40
Graduate	57
Masters & Above	31



The study found that a significant percentage of the respondents, or parents, held various educational qualifications. Specifically, 6.5% of the respondents held an SSC (Secondary School Certificate) qualification, indicating that they had completed their secondary education, as presented in Table 2. Additionally, 29.1% of the respondents held an HSSC (Higher Secondary School Certificate) certificate, indicating they had completed their higher secondary education.

Furthermore, the study found that 41.6% of the respondents held a graduate degree, indicating they had completed their undergraduate education. Finally, 22.6% of the respondents held a Master's degree or above, indicating they had completed postgraduate education or higher. Overall, the study indicates that a significant percentage of the respondents held higher educational qualifications, with a substantial number holding at least a graduate degree or above.

Table 3: Indicates the monthly income of the parents.

Nature of Responses	Number of Responses
Less than Rs 20000	00
Rs 20000-40000	00
Rs 41000-60000	58
Rs 61000-80000	43
Above Rs 80000	36

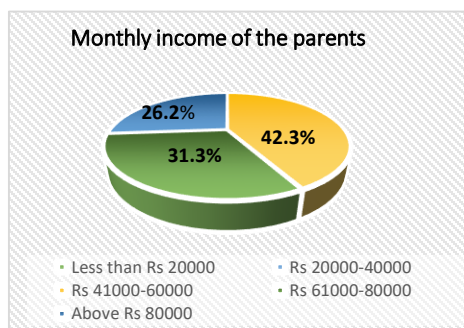
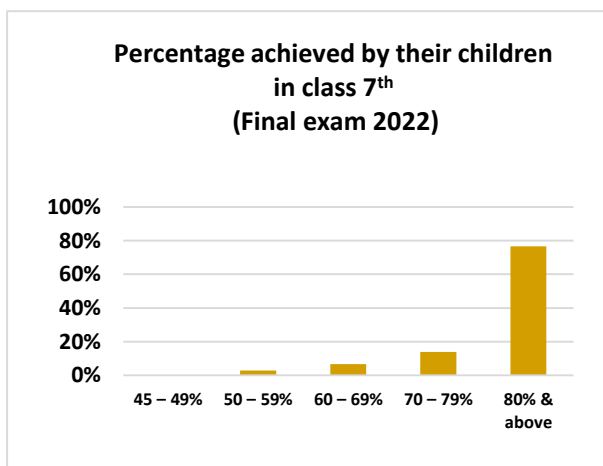


Table 3 shows that most respondents (parents) have a monthly income in the middle range. Specifically, 42.3% of respondents reported a monthly income between Rs 41,000 and Rs 60,000. Additionally, 31.3% of respondents reported a monthly income between Rs 61,000 and Rs 80,000. This indicates that many respondents have a relatively stable income within this range.

On the other hand, a smaller proportion of respondents, 26.2%, reported a monthly income of Rs 80,000 or more. This suggests that a minority of the respondents have a higher income than the majority. The table illustrates that most respondents have a moderate income, with a smaller percentage having a higher income.

Table 4: Indicates the percentage achieved by their children in class 7th (Final exam 2022)

Nature of Responses	Number of Responses
45 – 49%	00
50 – 59%	04
60 – 69%	09
70 – 79%	19
80% & above	105



The grades of the seventh-grade pupils are received and presented in Table 4. The results show that most students received high grades, with 76.64% of respondents

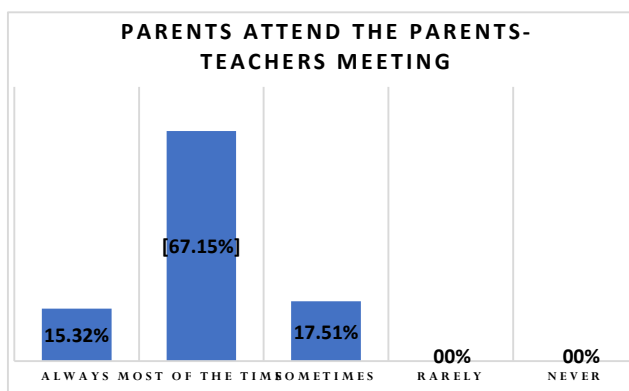
receiving 80% or more marks. This indicates that a large percentage of the students performed well academically.

On the other hand, a smaller percentage of the students received lower grades. 2.91% of respondents received marks between 50 and 59%. Additionally, 6.56% of respondents received marks between 60 and 69%. This suggests that a minority of the students performed below average. Finally, 13.86% of respondents received marks between 70 and 79%. This group represents a group of students who performed average.

The table indicates that most seventh-grade pupils demonstrated high academic performance, with a small percentage performing below average.

Table 5: Indicates that parents attend the parents-teachers meeting.

Nature of Responses	No of Responses
Always	21
Most of the time	92
Sometimes	24
Rarely	00
Never	00



The data in Table 5 shows the frequency of parents attending parents-teachers meetings. According to the data, 67.15% of respondents (parents) reported frequently attending these meetings. This suggests that most parents try to actively participate in their child's education by attending these meetings regularly.

On the other hand, 15.32% of respondents reported that they consistently attend parent-teacher meetings, indicating that they prioritize attending these meetings. This group represents a group of highly committed parents to their child's education.

On the other hand, 17.51% of respondents reported that they occasionally attend parents-teachers meetings, indicating that they do not regularly attend them. This suggests that a minority of parents have less engagement with their child's education by attending these meetings occasionally.

Overall, the data shows that most parents are actively involved in their child's education by attending parents-teachers meetings frequently, a significant minority of them consistently attending and a smaller proportion occasionally.

Table 6: Indicates that parents are satisfied with their daughter’s result.

Nature of Responses	Number of Responses
Always	117
Most of the time	19
Sometimes	21
Rarely	00
Never	00

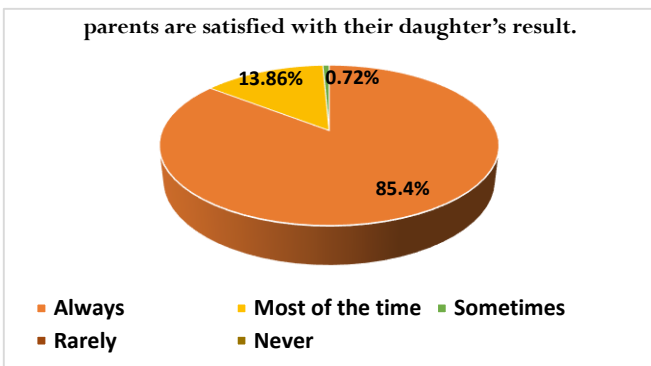


Table 6 presents the level of satisfaction that parents express with their children's performance. The results indicate that most parents are consistently satisfied with their children's performance. Specifically, 85.40% of respondents reported that they always express satisfaction with their children's performance. This suggests that most parents are pleased with their children's academic progress.

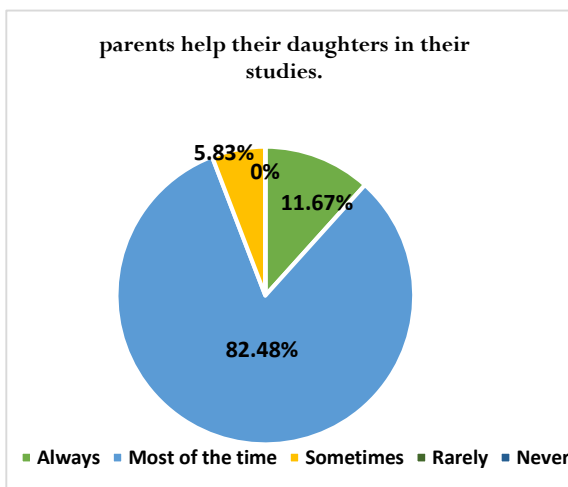
Additionally, 13.86% of respondents mostly expressed satisfaction, indicating that they are generally happy with their children's performance but may have concerns.

On the other hand, only 0.72% of respondents expressed satisfaction occasionally, indicating limited satisfaction with their children's performance. This suggests that a small minority of parents are concerned about their children's academic progress.

The table illustrates that most parents are consistently satisfied with their children's performance, a significant minority are generally satisfied, and a small percentage are occasionally satisfied.

Table 7: Indicates that parents help their daughters in their studies.

Nature of Responses	Number of Responses
Always	16
Most of the time	113
Sometimes	08
Rarely	00
Never	00



The data in Table 7 shows the level of assistance parents provide their children with schoolwork. The results show that most parents are actively involved in helping their children with their schoolwork. Specifically, 82.48% of respondents reported that they often assist their children with schoolwork. This suggests that most parents try to support their children academically by providing help with their schoolwork regularly.

Additionally, 11.67% of respondents reported that they always assist their children with their schoolwork, indicating that they make it a priority to help their children with their schoolwork. This group represents a group of highly committed parents to their child's education.

On the other hand, 5.83% of respondents reported that they occasionally assist their children with schoolwork, indicating that they do not provide help regularly. This suggests that a minority of parents have less engagement with their child's education by assisting them occasionally.

Overall, the data shows that many parents actively support their children's education by assisting them with their schoolwork frequently; a significant minority of them always do so, and a smaller proportion occasionally.

Table 8: Indicates that their daughter can study without their help

Nature of Responses	Number of Responses
Always	80
Most of the time	30
Sometimes	27
Rarely	00
Never	00

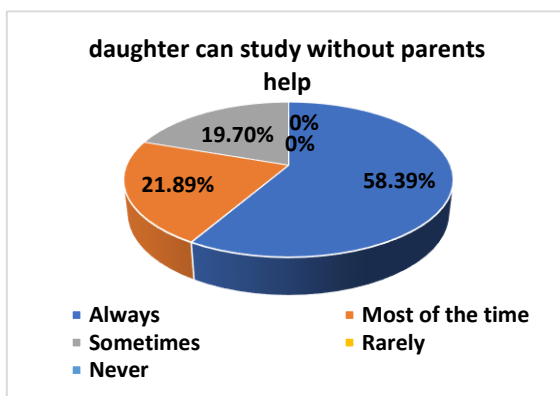


Table 8 shows the perception of parents regarding their children's study habits. According to the data, 58.39% of respondents (parents) believe their children always study alone. This suggests that most parents believe their children prefer to study independently without external help.

Additionally, 21.89% of respondents believe that their children usually study alone, indicating that they tend to study independently but may seek external help occasionally.

On the other hand, 19.70% of respondents believe that their children study alone occasionally, indicating that they do not always study independently. This suggests

that a minority of parents believe their children prefer to study with external help or in a group study setting.

Overall, the table illustrates that most parents believe that their children prefer to study independently and alone, a significant minority believe that they do so most of the time, and a smaller proportion believe that they do so occasionally.

Table 9: Indicates that parents fulfil all the necessary needs of their children.

Nature of Responses	Number of Responses
Always	120
Most of the time	10
Sometimes	07
Rarely	00
Never	00

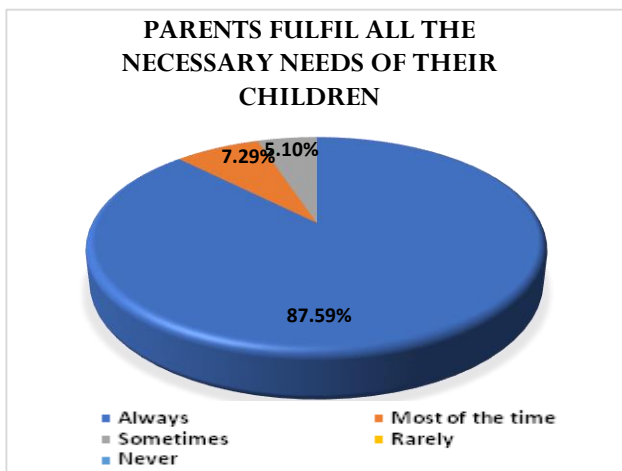


Table 9 presents parents' satisfaction in meeting all of their children's requirements. The results indicate that most parents believe they always meet their children's requirements. Specifically, 87.59% of respondents reported that they always meet all of their children's requirements. This suggests that many parents feel they can provide for their children in all aspects of their lives.

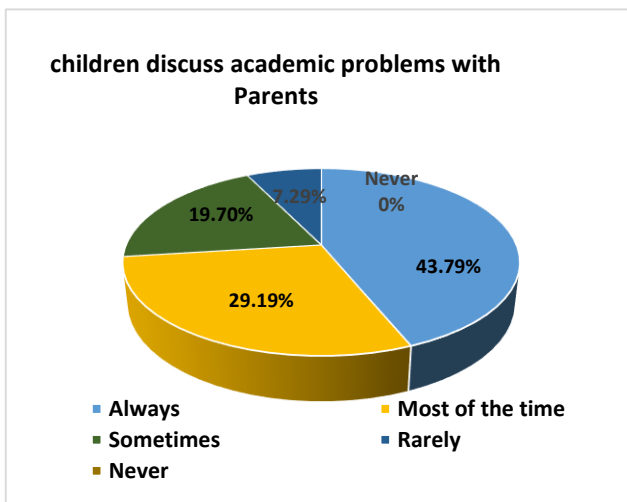
Additionally, 7.29% of respondents reported that they meet all of their children's requirements frequently, indicating that they can provide for their children most of the time but may have limitations.

On the other hand, 5.10% of respondents reported that they meet all their children's requirements occasionally, indicating that they have limited ability to provide for their children. This suggests that a minority of parents are concerned about their ability to meet their children's requirements.

Overall, the table illustrates that most parents believe that they always meet their children's requirements, a significant minority believe that they do so frequently, and a smaller proportion believe that they do so occasionally.

Table 10: Indicates that their children discuss academic problems with them.

Nature of Responses	Number of Responses
Always	60
Most of the time	40
Sometimes	27
Rarely	10
Never	00



The data in table 10 shows the level of communication between parents and children regarding academic problems. The results indicate that most parents believe their children regularly communicate with them about academic problems. Specifically, 43.79% of respondents reported that their children always discuss academic problems with them. This suggests that many parents feel that their children come to them for help and support with their academic issues.

Additionally, 29.19% of respondents reported that their children discuss academic problems with them frequently, indicating that they have a good communication line with their children but only sometimes.

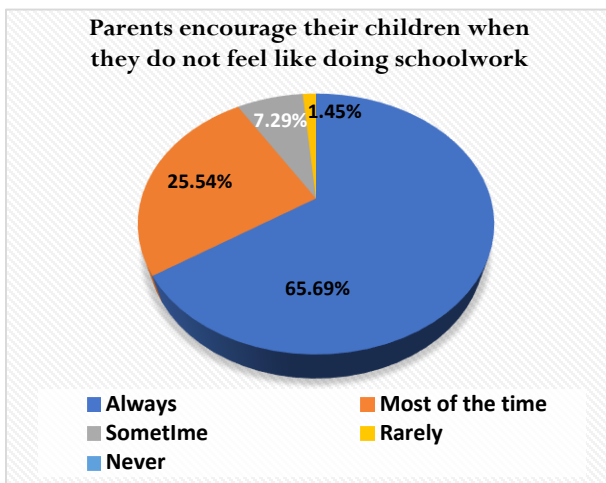
On the other hand, 19.70% of respondents reported that their children discuss academic problems with them occasionally, indicating that communication is not a regular practice.

After all, 7.29% of respondents reported that their children discuss academic problems with them very infrequently, suggesting that a minority of parents feel that their children do not come to them for help and support with their academic issues as often as they would like.

Overall, the table illustrates that most parents believe that their children communicate with them about academic problems regularly, a significant minority believe that it happens frequently, a smaller proportion believes that it happens occasionally. A very small minority believe that it happens very infrequently.

Table 11: Indicates that they encourage their children when they do not feel like doing schoolwork.

Nature of Responses	Number of Responses
Always	90
Most of the time	35
Sometimes	10
Rarely	02
Never	00



The table presents the level of encouragement that parents provide to their children when they do not feel like doing schoolwork. The results show that the majority of parents believe they always encourage their children in this situation. Specifically, 65.69% of respondents reported that they always encourage their children when they don't feel like doing schoolwork. This suggests that a large percentage of parents try to support their children academically by providing encouragement when needed.

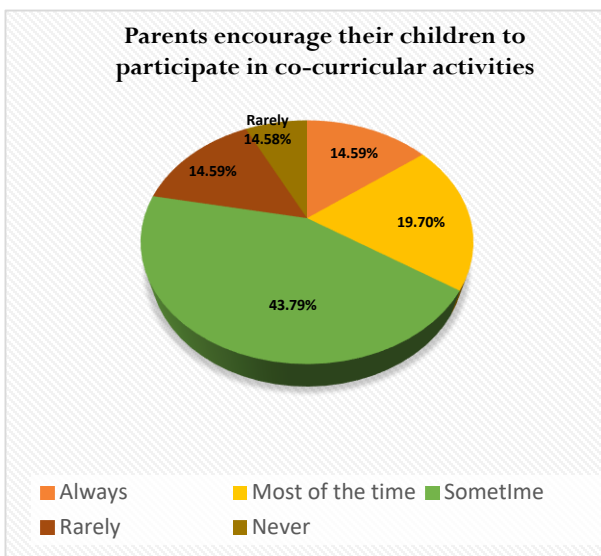
Additionally, 25.54% of respondents reported that they encourage their children most of the time, indicating that they provide encouragement when needed but not always.

On the other hand, 7.29% of respondents reported that they encourage their children occasionally, indicating that they don't provide encouragement regularly. Finally, 1.45% of respondents reported that they rarely encourage their children, indicating that this behavior is not common.

Table 11 presents the level of encouragement that parents provide to their children when they are not motivated to do their schoolwork. Most parents, 65.69%, reported that they always encourage their children in this situation, 25.54% reported that they do so most of the time, 7.29% reported that they do so occasionally and only 1.45% reported that they rarely do so. This suggests that many parents try to support their children academically by providing encouragement when needed, a significant minority do so most of the time, a smaller proportion occasionally and a very small minority rarely do so.

Table 12: Indicates that they encourage their children to participate in co-curricular activities

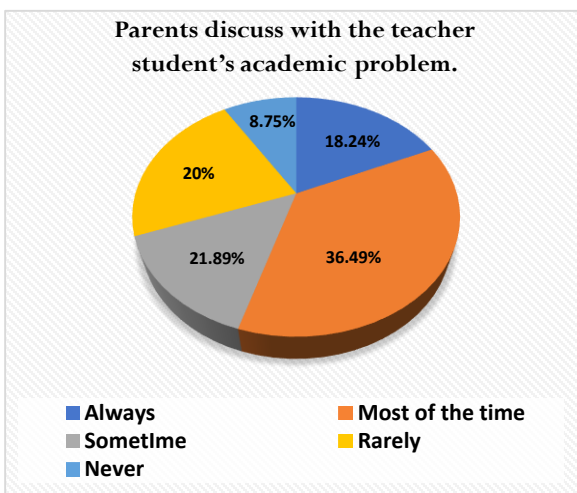
Nature of Responses	Number of Responses
Always	20
Most of the time	27
Sometimes	60
Rarely	20
Never	10



According to the data presented in Table 12, 14.59% of parents believe they always encourage their kids to participate in co-curricular activities, 19.70% believe they do so most of the time, 43.79% believe they do so, and 14.59% believe they rarely do so.

Table 13: Indicates that they (Parents) discuss with the teacher student’s academic problem.

Nature of Responses	Number of Responses
Always	25
Most of the time	50
Sometimes	20
Rarely	30
Never	12



According to the data shown in Table 13, 18.24% of respondents (parents) believe they discuss their children's academic problems with teachers constantly, 36.49% believe they do so frequently, 20% believe they do so occasionally, 21.89% believe they do so infrequently, and 8.75% believe they never discuss their children's academic problems with teachers.

Findings

1. Parental Involvement, as an independent variable and academic performance as dependent variable are positively associated. The Parental Involvement was tested in the following areas:
2. Those Parents helps mostly to the student
3. Those student that always discuss academic problems with parents
4. The level of encouragement that parents always provide to their children when they do not feel like doing schoolwork,
5. Those parents that discuss with the teacher student's academic problem most of the time.
6. Positive teacher-parent relationships, positively impacting academic achievement.
7. Parental involvement is significant for students from low-income families otherwise such students are at risk of academic failure.

Thus, there is a strong connection between parental involvement and students' academic performance.

Parental involvement can be crucial in fostering positive teacher-parent relationships, positively impacting academic achievement.

Conclusions

This study found that parental participation, support, encouragement, and student achievement had highly significant relationships. On the path to higher education, parental involvement in a child's primary education is a prerequisite. Parents care deeply about their kids, especially when it comes to their education. As a result, many parents find it simple to participate in decisions made at their child's school. Schools where parental involvement is as vital as lesson plans benefit from educational systems. Studies and statistics show that parents who actively participate in their children's education at home and school help their children become high-achieving, productive citizens.

Many programs have been established to encourage parents and guardians to get more involved in their children's schools. The Parent Teacher Meetings (PTM) are the most popular. The PTM was created to offer support and information to parents concerned about their children's education. Their parents' engagement primarily influences children's educational success. Teachers contribute significantly to students' accomplishments and potential but cannot serve as a child's only inspiration

throughout their academic career. Parental participation has consistently been shown to be beneficial. Children are encouraged to do their best in school and have better grades, attitudes, attendance, and overall academic success than those with better grades, attitudes, attendance, and overall academic success than children without parents' involvement. Children will therefore be able to succeed to their fullest potential throughout their academic careers with the help of teachers and parents working together.

Recommendations

The following suggestions were made in light of the findings and results.

1. Parents should urge their kids to discuss personal and academic issues.
2. Parents must build an environment for their kids to study and spend time effectively.
3. Parents should be cautious of their kids' academic and personal issues.
4. Parents should create accurate times for short and long-term objectives and be aware of kids and mutual learning skills.
5. Teachers must be pertinent while inducing parents to get their kids completed homework and encourage them for parent-teacher meetings.
6. The parents must lay stress upon their kids to discuss their homework and comprehend the assignment accordingly.
7. Teachers must be qualified to design practical assignments for parents and kids during times of parental difficulty so that parents can recognize their domestic responsibilities to their children.
8. Parents need to set a great example by turning off all electronic devices, including the TV, radio, mobile phones, etc., and forcing their children to read their lessons aloud and participate in discussions.
9. Parents must be particular about examining their kids' homework, projects and tests and arrange home tutors to assist them if necessary.
10. Schools can communicate with parents via email, newsletters, phone conversations, conferences, parents' forums, and open houses to develop the attitudes necessary for successful interactions.

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